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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 19 titles deal with a variety of topics, including the following: (1) the effects of study guides on content retention and reading achievement among community college freshmen; (2) the effects of schemata and text structure on retention; (3) syntactic cues used in silent reading comprehension by good, average, and poor college readers; (4) the effect of guidance in reading and study skills in the content areas on reading comprehension and course achievement; (5) the usefulness of advance organizers under a variety of experimental conditions; (6) the reading program practices of adult basic education centers in Ohio; (7) the aging process as it affects reading activities and cultural interests of the serious reader; (8) the types and use of context clues reported by mature readers of community college social science textbooks; (9) the efficacy of a diagnostic and prescriptive reading program in changing reading grade levels in technical college students; (10) the effects of a macroorangizer on the prose learning of graduate students with different reading levels; (11) the effects of an interrelated language skills approach on a remedial program for the adult learner; and (12) the effects of imposed processing strategies on the comprehension and recall of text. (FL)

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Reading and Study Skills and Instruction:

College and Adult

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1982 (Vol. 42 Nos. 7 through 12)

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Abstracts of the following dissertations are included in this collection:

Austin, Rosie Mae Harper
THE EFFECTS OF STUDY GUIDES ON CONTENT RETENTION AND READING ACHIEVEMENT AMONG COMMUNITY-COLLEGE FRESHMEN

Barnett, Jerrold Eugene
THE EFFECTS OF SCHEMATA AND TEXT STRUCTURE ON RETENTION

Berger, Andrea Knobler
SYNTACTIC CUES USED IN SILENT READING COMPREHENSION BY GOOD, AVERAGE AND POOR COLLEGE READERS

Butler, Juanita Pearl
THE EFFECT OF GUIDANCE IN READING-STUDY SKILLS IN CONTENT AREAS ON READING COMPREHENSION AND COURSE ACHIEVEMENT

Eckerling, Wayne D.
THE USEFULNESS OF ADVANCE ORGANIZERS UNDER A VARIETY OF EXPERIMENTAL CONDITIONS

Emami, Leana Marie
THE READING PROGRAM PRACTICES OF ADULT BASIC EDUCATION CENTERS IN OHIO

Feddersen-Neuman, Patricia
THE AGING PROCESS AS IT AFFECTS READING ACTIVITIES AND CULTURAL INTERESTS OF THE SERIOUS READER: EIGHT CASE STUDIES

Haug, Carol Jean
A DESCRIPTIVE STUDY OF THE TYPES AND USE OF CONTEXT CLUES REPORTED BY MATURE READERS OF COMMUNITY COLLEGE SOCIAL SCIENCE TEXTS

Howell, Thomas Reekie
THE EFFICACY OF A DIAGNOSTIC AND PRESCRIPTIVE READING PROGRAM IN CHANGING READING GRADE LEVELS OF TECHNICAL COLLEGE STUDENTS

Hyman, Irene Buchman
THE EFFECT OF JUNIOR COLLEGE STUDENTS' SELF-GENERATED QUESTIONS ON READING COMPREHENSION

Jaffe, Sandra K.
THE EFFECTS OF A MACRO-ORGANIZER ON THE PROSE LEARNING OF GRADUATE STUDENTS WITH DIFFERENT READING LEVELS

Johnson, Harriet Luria
SYNTAGMATIC/PARADIGMATIC RESPONSES AND READING COMPREHENSION OF THE COLLEGE STUDENT

Joseph, Nancy L.
THE EFFECTS OF AN INTERRELATED LANGUAGE SKILLS APPROACH ON A REMEDIAL PROGRAM FOR THE ADULT LEARNER

Korngold, Blanche
COGNITION AND READING IN THE ADULT: A STUDY INVESTIGATING THE RELATION BETWEEN READING AND CLASSIFICATION IN THE UNSKILLED ADULT READER

Lewis, Jerry James
A MULTIVARIATE ANALYSIS OF THE EFFECTS OF IMPOSED PROCESSING STRATEGIES ON THE COMPREHENSION AND RECALL OF TEXT

Nickolaus, Charlene Willson
A PSYCHOLINGUISTIC DESCRIPTION OF THE USE OF WHOLE LANGUAGE LESSONS WITH OLDER ADULT READERS

Selco, Helene
FACULTY PARTICIPATION IN UNDERGRADUATE READING AND STUDY SKILLS PROGRAMS

Stronks, Gloria Goris
THE RELATIONSHIP BETWEEN AMOUNT OF BOOK READING AND ADULTS AGED SIXTY THROUGH SIXTY-FOUR AND SELECTED PSYCHOLOGICAL, SOCIOLOGICAL, AND ENVIRONMENTAL VARIABLES

Williams, Charles Clark, Jr.
THE EFFECTIVENESS OF PRETESTING AND QUALITY CONTROL WITH A READING COMPREHENSION TASK DESIGNED TO TEACH ABSTRACT CONCEPTS

THE EFFECTS OF STUDY GUIDES ON CONTENT RETENTION AND READING ACHIEVEMENT AMONG COMMUNITY-COLLEGE FRESHMEN

Order No. DA8210424

AUSTIN, ROSIE MAE HARPER, ED.D. *University of Houston*, 1981. 226pp.

This research study investigated the effects of study guides on community-college freshmen's retention of history content and on their reading achievement. Additionally, this study examined the impact of age, sex, and class time on the strategy used in this study.

Two hundred twenty-five community-college students enrolled in a first semester history course were assigned to four experimental and six control groups. Eighty-nine students were assigned to the experimental groups and 136 students were assigned to the control groups. A history pretest and posttest and the inferential subtest of Forms A and B (Blue Level) of the Stanford Diagnostic Reading Test were used as measuring instruments. For one semester, the experimental groups received regular classroom instruction and completed a study guide for each chapter of their text, while the control groups received their regular classroom instruction without study guides. Posttest scores were compared by the t statistic. The criterion for acceptance or rejection of hypotheses was at the .05 level of significance.

Both the experimental and control groups made significantly higher scores on the posttest of history content; however, the amount of progress for the experimental groups was significantly greater ($p < .001$) than for the control groups in all categories--age, sex, and class time. The experimental groups made significantly higher scores on the posttest of reading also.

THE EFFECTS OF SCHEMATA AND TEXT STRUCTURE ON RETENTION

Order No. 8200994

BARNETT, JERROLD EUGENE, PH.D. *The Pennsylvania State University*, 1981. 165pp. Adviser: Francis J. Di Vesta

Two experiments were carried out in order to test the notion of text schemata and the role they play in comprehension and retention. In the first study, normal and scrambled versions of texts structured in journalism, narrative and research report form were compared using free and cued recall tests. In the second study, journalism and social science majors were employed as subjects in an experiment comparing texts structured in journalism form or as a research report. Organization of free recall protocols in both experiments was examined as well as the number of ideas recalled. The results indicate that text organization does make a difference in test performance. Narrative and research report texts lead to better performance than journalism or scrambled texts. Results also indicate that readers impose structure upon what they read. Scrambled texts and journalism texts are reorganized to resemble normal texts. This pattern of results was found for journalism as well as social science majors, although there was a marginally significant text structure x college major interaction. The results are interpreted as demonstrating that readers used a research report schema in reading the texts and are discussed in terms of the constructivist model of memory.

SYNTACTIC CUES USED IN SILENT READING COMPREHENSION BY GOOD, AVERAGE AND POOR COLLEGE READERS

Order No. DA8201428

BERGER, ANDREA KNOBLER, PH.D. *University of Miami*, 1981. 135pp. Supervisor: Helen K. Smith

The first purpose of this study was to determine if readers of varying reading achievement levels exhibit different degrees of competence in their general grammatical knowledge. The second purpose was to determine if readers of varying reading achievement levels exhibit different levels of competence in the use of syntactic cues of word order in sentences with right- or left-embedding and active or passive voice.

The problems investigated in this research focus on the following questions: Sentence Structure: Is the recognition of correct sentence structure related to reading comprehension? Word Order: Is an ability to use syntactic cues of word order related to comprehension: Do poor, average and good readers have different levels of achievement in their ability to correctly use word order? For specific syntactic constructions: Do poor, average and good readers have more difficulty with sentences written in active or passive voice and with right- or left-embeddings?

The subjects were 72 college students drawn from freshman English and developmental reading classes at the University of Miami. Reading levels and group assignment (poor, average and good) were determined by performance on the Cooperative English Test of Reading Comprehension.

The Sentence Structure subtest of the Descriptive Tests of Language Skills (E.T.S.) and the researcher-designed Word Order Arrangement Task were administered over two consecutive class periods.

Six hypotheses were tested at the .05 significance level. The Pearson product-moment correlation was used to test the relationships for all readers between reading comprehension and knowledge of sentence structure and reading comprehension and correct word order usage. Multivariate analysis of variance (MANOVA) was used to compare level of reading comprehension with knowledge of sentence structure and with word order arrangement for each group of readers. Comparisons of performance using *t*-tests for each group were also made between sentences with active and passive voice and right- and left-embeddings.

Findings. Sentence Structure: Knowledge of sentence structure is not significantly related to reading comprehension. There were no statistically significant differences between poor, average and good readers in knowledge of sentence structure.

Word Order: Ability to use syntactic cues of word order is not significantly related to reading comprehension for the total group of readers. There were no statistical differences between good and average readers, however good readers did score significantly higher than poor readers on the total word order arrangement task.

On the subscores of word order arrangement good readers did perform significantly better than poor readers on subtests measuring right-embedded, active and passive voice sentences. Passive sentences were more difficult than active sentences for poor readers only. Left-embedded sentences were easier than right-embedded sentences for average and poor readers.

Conclusions. (1) Sentence structure alone is not a key determinant of college students' reading comprehension. (2) Good readers are making better use of syntactic cues to aid them in comprehension than poor readers. (3) Most average and good readers have reached a sufficient level of syntactic proficiency so that they no longer use syntax as a major determinant of comprehension. (4) Good and average readers perform in a similar manner on tests of syntactic skills.

THE EFFECT OF GUIDANCE IN READING-STUDY SKILLS IN CONTENT AREAS, ON READING COMPREHENSION AND COURSE ACHIEVEMENT

BUTLER, JUANITA PEARL, PH.D. *The University of Chicago*, 1981.

The purpose of this study was to investigate the effect of guidance in reading-study skills when given before textbook reading assignments, on community college students' reading comprehension as measured by the Nelson-Denny Reading Test, and on students' course achievement as measured by instructor-prepared achievement tests in selected Biology and Child Development courses. Guidance in reading-study skills was provided by the instructors through the use of the Study, Question, Read, Recite, Review procedure (SQ3R, Robinson, 1961) as well as through practice in locating and organizing information, using graphic aids, and following directions. Textbook readability levels were determined

in order to ascertain the reading levels required for students to comprehend the texts used in their courses.

The 115 subjects were students at an urban community college in The City Colleges System of Chicago, Illinois.

The Nelson-Denny Reading Test, the SMOG Grading Readability Formula (McLaughlin, 1969), and pre and posttests prepared by the instructors were used as data-gathering instruments. ANOVA and ANOCOVA were computed to investigate interaction between the variables of age, sex, GPA, time between leaving high schools and entering college, prior reading course taken, and semester hours earned.

Reading comprehension was not significantly affected by the guidance. Course achievement was increased in the guidance groups. Withdrawal, course, and sex were related to reading comprehension. Absenteeism, withdrawal, and prior reading course were related to course achievement. There were fewer withdrawals and less absenteeism in the guidance groups than in the no guidance groups.

The positive results of increased course achievement of the experimental groups can probably be generalized to other urban community college populations in Biology and Child Development courses. This study is fledgling support for teaching SQ3R in content areas in community colleges. Content teachers are best qualified to teach reading-study skills in their areas because they are aware of specialized vocabulary, can identify important concepts and resources for developing background experiences and usually know best how to read and study their textbooks.

THE USEFULNESS OF ADVANCE ORGANIZERS UNDER A VARIETY OF EXPERIMENTAL CONDITIONS

Order No. 8201508

ECKERLING, WAYNE D., PH.D. *University of Colorado at Boulder*, 1981. 249pp. Director: Associate Professor Verne C. Keenan

The purpose of this study was to investigate some of the conditions under which advance organizers might be differentially effective. It was hypothesized that: (1) an organizer would facilitate retention less in a familiar than an unfamiliar passage; (2) the level of abstraction of a passage would not affect the usefulness of an organizer; (3) the effect of an organizer would be greater for a free recall than a multiple choice test; and (4) given equivalent time to study a passage or an organizer and passage, the latter group would remember more.

The passage was an approximately 600 word description of how electricity flows through metal. The organizer was an approximately 160 word introduction comparing the flow of electricity to golf balls floating in a river of molasses. The unfamiliar passage was created by changing words in the familiar passage like "electrons" to "c-particles" so that subjects would not realize that the unfamiliar passage was about electricity. The concrete passage was made easier to visualize by changing words in the abstract version like "move" to "flow". The multiple choice test consisted of eight items that required a literal understanding of the passage.

Subjects were 128 introductory psychology students. They were randomly assigned to one of 16 conditions in four crossed factors: organizer present vs. absent, familiar vs. unfamiliar passage, abstract vs. concrete passage, and reading time one (12 minutes) vs. two (15 minutes). Organizer present subjects received an additional three minutes to read the organizer. All subjects completed both a free recall and multiple choice test. Thus, the design of the experiment was a 2 x 2 x 2 x 2 x 2 mixed factorial with four crossed factors and one repeated measure. Two control conditions of eight subjects each received either the familiar or unfamiliar organizer only.

Free recall protocols were independently scored for number of idea units recalled by two judges with an interrater reliability of .95. For both the free recall and multiple choice tests experiment group means were significantly higher than control group means. For the free recall test main effects were found for organizer, time, and familiarity, with means for the organizer absent, familiar passage, and longer reading time conditions being higher. For the multiple choice test main effects were found for time and familiarity with means in the same direction as for the free recall test. For the repeated measure, there was a significant interaction between test type and organizer, the superiority of the organizer absent condition in the free recall test not being generalizable to the multiple choice test.

The viewpoint that advance organizers are either useful or harmless is challenged by the results here where the organizer interfered with retention on the free recall test. That this result was not found for the multiple choice test is in accord with the hypothesis that the free recall test would be more sensitive to the effect of an organizer. Possibly other advance organizer studies that found no effect using a multiple choice test might have found a negative effect using a free recall test. Since neither the level of abstraction or familiarity influenced the usefulness of the organizer, this experiment did not provide support for an interaction of passage type and an organizer. The question of whether it would be more useful to study a passage or a passage and organizer for equivalent time was not testable as the organizer interfered with retention. Further research is needed to determine whether the results of this experiment are generalizable to other passages and organizers, particularly organizers with a positive effect.

THE READING PROGRAM PRACTICES OF ADULT BASIC EDUCATION CENTERS IN OHIO

Order No. DA8208678

EMAMI, LEANA MARIE, ED.D. *University of Pittsburgh*, 1981. 198pp.

The purpose of this study was to survey Adult Basic Education (ABE) programs in the State of Ohio to determine the current practices in the teaching of reading skills to adults. Two questionnaires were designed to gather data about reading practices in Ohio's ABE programs. One questionnaire was completed by each of 130 ABE directors. Another questionnaire was completed by two of the teachers in each of 130 ABE centers. Over 73% of the 130 directors responded and 49% of the 253 possible teachers returned completed questionnaires. Five interviews with ABE teachers were conducted by the researcher as a validity check.

Some of the findings from this study on reading practices in ABE instruction were as follows: (a) only a small percentage of ABE teachers have "reading teacher" certification; (b) over 50% of the ABE centers did not provide reading inservice for their teachers; (c) a moderate amount of total instructional time is devoted to reading instruction; (d) the individualized approach is most commonly used for reading instruction; (e) student progress was assessed by using the Dolch Basic Sight Word List, Tests of Adult Basic Education, SRA Reading Index, General Educational Performance Index, and WRAT; (f) the SRA and the Steck-Vaughn programs were used more often than any other material; (g) the whole word (sight) and synthetic phonics approaches were used and described as effective approaches by the majority of teachers; (h) reading programs were evaluated by directors and with student test scores; (i) reading instructional practices did not differ among rural, urban, and suburban population areas; and (j) reading instructional practices did not differ between certified reading teachers and those without this certification.

Recommendations for further research were: (a) further studies of ABE programs which involve visitations and on-site observations of reading program practices; (b) further studies on ABE teacher effectiveness which involve specific training in adult reading instruction; and (c) case studies on ABE reading students.

THE AGING PROCESS AS IT AFFECTS READING ACTIVITIES AND CULTURAL INTERESTS OF THE SERIOUS READER: EIGHT CASE STUDIES

Order No. DA8203890

FEDDERSEN-NEUMAN, PATRICIA, ED.D. *Boston University School of Education*, 1981. 219pp. Major Professor: Thomas E. Culliton

This is a study of the serious elderly reader as he is affected by the aging process, focusing on his lifelong reading interests and the extent to which they may have been changed or modified in his later years. Comparison of age stereotypes with gerontological research of the last twenty-five years provides information that will serve as a background against which to study the serious reader group. The

major focus of the investigation is on the reading histories of this group, members of which are in their seventies, eighties, and nineties. Among the eight readers whose interviews are presented as informal case studies are five women and three men, born between 1894 and 1909 and living at the time of the interviews in 1979-1980 on Martha's Vineyard Island off Cape Cod, Massachusetts. Serious readers rather than general readers were selected for study partly because they have, like gifted learners of any age, been given less attention than average readers. Focussing on this group is intended to direct attention to those whose reading experience has often been unusually deep, rich, and long-lasting.

Several hypotheses are proposed regarding the nature and derivation of reading interests and the effect of aging processes on these interests. Based on information obtained in the interviews, tentative conclusions are drawn. The main finding is that serious readers will make every effort to continue reading in old age despite severe handicaps like blindness that make it necessary to adjust to new reading strategies and modalities; the serious reader is willing to move a reading glass slowly back and forth over the lines of print or to concentrate on the spoken word of Talking Books or the voice of a volunteer reader, if that is what the situation requires. A desire often referred to by readers interviewed was to discuss their reading with interested fellow-readers, another role for prospective volunteers.

A DESCRIPTIVE STUDY OF THE TYPES AND USE OF CONTEXT CLUES REPORTED BY MATURE READERS OF COMMUNITY COLLEGE SOCIAL SCIENCE TEXTS

Order No. DA8209994

HAUG, CAROL JEAN, PH.D. *The University of Iowa*, 1981. 159pp. Supervisor: Professor Jack Bagford

Purpose. The purpose of this study was to investigate the types and use of context clues to meaning as reported by mature, proficient readers of community college social science texts.

Procedures. Two interview sessions were held individually with twenty subjects in which they each read and responded to one of twenty text samples. Each subject replaced deleted words and then reported which context clues had been used. During the second interview, the subjects categorized their clues on the basis of a previously explained categorization system. Clue type, number of clues, grammatical class of target word, and correctness level of subject response were recorded.

Results. (1) All categories were used during this study as well as in a previous study of prose materials. No other categories were frequently used. (2) The subjects were able to determine some measure of the target word's meaning more than 80 percent of the time. (3) The mean score of correctness for verbs was significantly better than the mean scores for the other three categories; the corresponding score for nouns was significantly better than for adjectives. (4) Two or more categories were used approximately one-fourth of the time. (5) The only significant differences in mean scores of correctness were found between the conditions of no clue and one clue, and no clue and two clues. (6) All categories were used with 80 percent or better proficiency. The category characterized by greatest proficiency was used the least.

Conclusions. (1) The same categories of context clues are represented in social science content material as were established to exist in prose. Additional categories are not indicated. (2) Context clues are a very dependable means of determining meaning in social science content material. (3) Readers perceive words in certain grammatical classes more accurately than words in other classes. (4) The meaning for one word is sometimes derived from more than one category of clue. (5) Greater certainty of meaning occurs only with the use of one or two rather than no category of context clue. (6) All categories of clues are used with a high degree of proficiency.

THE EFFICACY OF A DIAGNOSTIC AND PRESCRIPTIVE READING PROGRAM IN CHANGING READING GRADE LEVELS OF TECHNICAL COLLEGE STUDENTS

Order No. 8202762

HOWELL, THOMAS REEKIS, ED.D. *University of Southern Mississippi*, 1981. 118pp.

Purpose of the Study. The purpose of this study was to investigate the efficacy of a diagnostic prescriptive reading program in changing the reading performance scores of participating categories of technical college students. Specifically, the study introduced and analyzed the levels of achievement held by students as reflected by the Tests of Adult Basic Education (TABE) in combination with selected subgroup comparisons.

The following questions were posited for study: (1) Are reading study skill assignments introduced and completed in a laboratory situation related to a pre-, post-treatment change in measured general reading test levels? (2) Does the conscientious and accurate completion of the assigned reading laboratory activities prescribed have an influence on the reading levels as measured by the scores at the end of the treatment period? (3) Does the repetition of the mastery exam influence students' success on the final exit criterion? (4) What effect do the demographic variables of age, sex, occupational category, and economic level have on the level of improvement on the post-reading evaluation?

Methods. Eighty freshmen students (N = 80) enrolled in the developmental reading program at a technical college for the Fall Quarter, 1980, served as the experimental sample. All Ss took alternate forms of the Tests of Adult Basic Education (TABE) form D2 as a pre-test and posttest after 12 weeks of instruction. Diagnostic and prescriptive instruction consisted of structured prescriptions generated from deficient areas as revealed by the TABE and accompanying MALDs. Prescriptions were completed and new ones introduced when 85% accuracy was obtained on module tests. Personalization was introduced by interacting and feedback. Demographic and descriptive comparisons were made by dividing the sample into efficiency groups, test repetition groups, and groups representative of age, sex, SES status, and occupational subgroups. Hypotheses were generated to investigate each of the questions with the TABE total, vocabulary, and comprehension scores serving as the criterion scores.

Results. (1) Results indicate that an intensive 12-week diagnostic/prescriptive program may be associated with significant positive change on the TABE total, vocabulary, and comprehension scores. (2) Task efficiency was found to be significantly associated with the final TABE scores. On the comprehension and vocabulary scores, non-efficient workers did less well than the efficient or mixed efficient group. On the TABE total, the efficient group surpassed the other two groups. (3) Test taking success and test repetition were not a variable as reflected by TABE total, vocabulary, and comprehension scores. (4) The demographic comparisons of hypothesis four did not yield significant results. No significant differences were recorded between age, sex, and occupational group comparisons.

THE EFFECT OF JUNIOR COLLEGE STUDENTS' SELF-GENERATED QUESTIONS ON READING COMPREHENSION

Order No. DA8207320

HYMAN, IRENE BUCHMAN, ED.D. *Columbia University Teachers College*, 1981. 170pp. Sponsor: Professor Margaret Jo Shepherd

The purpose of this study was to investigate the effect of cueing to self-generate questions on junior college students' reading comprehension. The relationship between finding the main thoughts of paragraphs on a main thought test and in paragraphs embedded in

continuous text was also assessed. Subjects were 42 students attending a technical junior college in New York City. Half were classified as low ability readers and half as average ability readers based on reading scores on the college's placement exam.

The design was a 2 x 2 x 3 analysis of variance with repeated measures on the last factor. The between subjects factors were ability level (low vs. average) and treatment (question cueing vs. no question-cueing). The within subjects factor was phase (phase 1 vs. phase 2 vs. phase 3). During phase 1, the question-cueing group was told to ask questions. During phase 2, they were given a 20 minute training session on how to ask questions. During phase 3, they were reminded to ask questions. The dependent variable was the scores on the comprehension tests. A bivariate correlation (Pearson product-moment *r*) was obtained between the scores on the main thought test and the proportion of student generated questions that were based on the main thoughts of paragraphs in the reading passages.

There was no significant difference between the comprehension test scores of junior college students cued to self-generate questions while reading and those not cued to self-generate questions. Neither low nor average ability readers benefitted more from cueing to self-generate questions. There was no significant practice effect over experimental sessions. The correlation between performance on a main thought paragraph test and the proportion of self-generated questions based on the main thoughts of paragraphs within a passage from a college text was low.

Supplementary analyses indicated that both low and average readers generated approximately the same number of questions and based their questions on the same textual features. A higher proportion of those questions generated by average readers were classified as good questions.

Low ability readers were not able to make as much use of the good questions they asked as average ability readers. On the comprehension tests, average ability readers correctly answered more of those questions for which they had generated a similar question while reading than low readers. In addition, the proportion of good questions generated by the average reading ability group was significantly correlated with performance on the comprehension test. For low ability readers, this correlation was nonsignificant. Analysis of reading time indicated that low ability readers did not take a comparable amount of extra time generating questions as good readers.

For low ability readers, questioning seemed to have been a rote activity, not a strategic behavior used consciously to aid comprehension. The implication of the present study is that low ability readers need training in how to make use of their questions.

THE EFFECTS OF A MACRO-ORGANIZER ON THE PROSE LEARNING OF GRADUATE STUDENTS WITH DIFFERENT READING LEVELS

Order No. DA8210626

JAFFE, SANDRA K., PH.D. *University of Pittsburgh*, 1981. 109pp.

In order to address some of the difficulties in the construction of advance organizers, a formalized technique was utilized to develop a macro-organizer (modified advance organizer). This macro-organizer consisted of abstract macropropositions, organized into a coherent, interconnected network. The effects of this macro-organizer on the learning of an extended technical passage were investigated. In addition, the effects of the macro-organizer alone were studied. Based on equivocal findings in previous research the following variables were considered: reading level; immediate memory versus long-term retention; and memory for specific detail versus inferential learning.

Significant main effects were found for passage and reading level. Significant two-way interactions were found for passage x test and reading level x test. The most interesting finding was the significant macro-organizer x passage x test interaction for specific detail. This interaction was not evident for inferential learning. An analysis of this interaction revealed that the macro-organizer with the passage tended to interfere with memory for specific detail over time. The macro-organizer prevented students from developing their own detailed macrostructures with sufficient retrieval cues for micro-information. The students who did not receive the macro-organizer were able themselves to generate more efficient macrostructures. Performance on the immediate test showed that without the passage the macro-organizer tended to interfere with past learning. Over time, however, the deleterious effects dissipated and the students, who were initially adversely affected by the organizer, recovered and their performance was commensurate with those groups not exposed to the organizer. The data suggested that good and poor readers were differentially affected by the various conditions.

For this group of knowledgeable learners the macro-organizer operated as a source of interference. It is necessary to replicate this study using more naive participants. Clearly, ability grouping and a measure of long-term retention need to be included in future research. In addition, techniques for analysis of the structure of the passage itself, developed in information processing research, should be applied to research in education.

SYNTAGMATIC/PARADIGMATIC RESPONSES AND READING COMPREHENSION OF THE COLLEGE STUDENT

Order No. DA8207323

JOHNSON, HARRIET LURIA, ED.D. *Columbia University Teachers College*, 1981. 151pp. Sponsor: Professor Anne A. McKillop

This study investigated the relationship between syntagmatic/paradigmatic (s/p) responses to a word association test of the college remedial reading student and reading comprehension levels, language group, racial group, and form class.

The sample consisted of 252 college students: 202, the experimental group, read below the 32nd percentile on a standardized reading test; 50, the control group, read above the 82nd percentile; 198 were female, 54 male; the average age was twenty-two; 144 were native-English speakers, 138 non-native-English speakers; 75 White, 80 Black, 60 Hispanic, 32 Asian, 5 others.

A 50-item word association test--20 nouns, 10 verbs, 10 adjectives, 10 adverbs--was administered. Substitutional responses were designated paradigmatic, sequential responses syntagmatic. Interrator reliability for three raters was .78. Chi square tests of homogeneity, Kruskal-Wallis analysis of variance, t-tests, and analysis of variance tests were used to answer the primary questions with a .01 level of significance.

The results indicated a significant relationship between type of response and reading comprehension level between remedial and good readers, but no significant differences among remedial readers. A significant relationship between s/p responses and language group was shown; between remedial and good readers, the source of the significance was reading group; for the remedial subjects, the significance was attributable to language group. Significant differences found between remedial and good readers and racial groups can be explained by reading group; no significant differences were found within remedial reading groups by racial group. A significant relationship was found among s/p responses, all form classes and reading groups, within remedial reading groups for adverbs only, between native-English and non-native-English remedial readers for all form classes, and by individual stimulus words, but no significant results for form class and racial groups.

These results suggest that differences in s/p responses represent different ways of perceiving relationships and categorizing information, provide information concerning students' language awareness, emphasize the importance of remedial reading students' language group, imply the need to examine racial groups with comparable reading levels, and confirm the connection between the form and function of language.

THE EFFECTS OF AN INTERRELATED LANGUAGE SKILLS APPROACH ON A REMEDIAL PROGRAM FOR THE ADULT LEARNER

Order No. DA8208741

JOSEPH, NANCY L., PH.D. *The Florida State University*, 1981. 129pp. Major Professor: John S. Simmons

This study investigated the effectiveness of a remedial program for the adult student based on an integrated language skills approach. The researcher designed and implemented a program based on this philosophy at the community college level. In this remedial program, the skills of reading, writing, listening, and speaking were approached in an interrelated manner.

An assessment of student performance in reading comprehension, vocabulary development, and written syntactic complexity was conducted after the experimental and control groups completed a regular college-level basic English course. A significant difference was found in the reading and vocabulary scores, but no significant difference was noted in measures of written syntactic complexity.

Recommendations were suggested for (1) strengthening the written composition component of the remedial program, and (2) furthering research of remedial adult programs based on an integrated language skills approach.

COGNITION AND READING IN THE ADULT: A STUDY INVESTIGATING THE RELATION BETWEEN READING AND CLASSIFICATION IN THE UNSKILLED ADULT READER

Order No. 8126716

KORNGOLD, BLANCHE, ED.D. *Boston University School of Education*, 1981. 179pp. Major Professor: Dr. Paula Menyuk

Research in literacy and cognition has focused mainly on reading among the young. The literature suggests there is a moderate relation between reading and cognition in children. Corresponding research on adults has been minimal. Presently, an estimated 16 million adults have less than a fifth grade education and are defined as functionally illiterate.

The aim of this study was to examine the relation of classification in Piagetian terms, to reading in adults. Four questions were raised: (1) Is classification in Piagetian terms, related to reading performance in an adult population of unskilled readers? (2) Is the ability to classify in the linguistic domain, defined as the ability to perform on a word sorting task, and as paradigmatic responses on a word association task, related to reading? (3) What effect does SES have on reading performance and classification? (4) What combination of factors (cognitive, linguistic, socio-economic) contribute significantly to reading performance in adults?

Sixty-four adults were selected from lower middle and lower classes, aged 18 to 60 male and female, Black and White, with reading abilities ranging from non-reading to reading at the college level. Forty-two percent read below fifth grade level. They were administered the following: (1) the GRAY Oral Reading Test; (2) Comprehension questions on the Gray Oral (COMP); (3) the WRAT-Reading Test; (4) a classification test modeled after Piaget's (1964) classification paradigm (CLASS); (5) two linguistic classification tasks: (a) a word sorting task, replicating Anglin's (1970) study, based on hierarchical clustering [CLUST]; and (b) paradigmatic responses on a word association task [PARAD]; (6) the Stanford Diagnostic Reading Test, Level II vocabulary test [VOCAB]; and (7) the Quick Test, and IQ measure.

Multiple regressions and commonality analyses were run for each dependent reading variable, GRAY, COMP and WRAT. Incidence matrices and a hierarchical clustering program were used to analyze word sorting results to compare Low Readers and High Readers, and to compare both groups with Anglin's groups. Results indicated that (a) a significant correlation between reading and CLASS (.60, $p < .001$ level) as well as a significant correlation between CLUST and the three dependent reading variables (.30, $p < .01$). The unique contribution of CLASS to the explained variance of GRAY, COMP and WRAT were respectively 14%, 11% and 12%, and the unique contributions of CLUST to the reading variables' explained variance were 12%, 12% and 7% respectively. (b) There was a significant correlation between PARAD and the reading variables (.35, $p < .01$), although PARAD had no effect on reading in the multiple regression and commonality analyses. (c) There was a higher correlation between SES and reading (.616). The unique contribution of SES to the explained variances of GRAY and WRAT is 9% each. (d) For the interaction of the independent variables, the unique contributions account for 37.5%, 36% and 32% of the explained variances of GRAY, COMP and WRAT. The commonality analysis shows that the cognitive variables in both the nonlinguistic and linguistic domains are significant predictors of reading and that word association does not predict reading.

The incidence matrices and the hierarchiacal clusters indicate that the High Readers tend to behave like Anglin's adults and the Low Readers like Anglin's Children on a paradigmatic-syntagmatic spectrum.

In conclusion, classification, linguistic and non-linguistic, and SES, are related to reading in adults. The reason may reside in the classificatory nature of the reading process. The condition of poverty, poor schooling and lack of exposure to the experiences required for acquisition of the cognitive skills inherent in classification at many levels, may account for the large correlation of SES with reading performance.

A MULTIVARIATE ANALYSIS OF THE EFFECTS OF IMPOSED PROCESSING STRATEGIES ON THE COMPREHENSION AND RECALL OF TEXT

Order No. 8129053

LEWIS, JERRY JAMES, PH.D. *The Ohio State University*, 1981. 137pp. Adviser: Professor Victor M. Rentel

The primary purpose of the study was to determine the effects that different types of processing instructions had on subjects' comprehension and recall of text structures. There were two independent variables (processing instructions and passages). The processing instructions variable had two levels: text-based processing instructions versus knowledge-based processing instructions. Text-based processing instructions induced subjects to rely on the author's textual schema to guide their comprehension and recall of a particular passage. Knowledge-based processing instructions induced subjects to rely on their world knowledge to aid their comprehension and recall.

The second independent variable was the passages variable. The two levels were the "Color of Parakeets" (CP) passage and the "Anti-S-proteins for Schizophrenics" (AS) passage.

There were two dependent variables. The first was role relationship units and the second was top level structure.

One hundred and sixty college freshmen participated in the study. Eighty read the CP passage and eighty read the AS passage. Within each passage level, forty subjects received text-based processing instructions and forty received the knowledge-based processing instructions.

Subjects' free recall protocols were analyzed by comparing them against the content structures of the original passages. Predictions based on Meyer's text-based model argued that subjects would be equivalent in their recall of top level structures and role relationship units. Whereas, predictions based on Spiro's model argued that subjects receiving knowledge-based processing instructions would recall a higher proportion of role relationship units--but a lower proportion of top level structures.

The results of the study supported the predictions based on Spiro's model. It was concluded that Spiro's model adequately accounts for how readers process text.

A PSYCHOLINGUISTIC DESCRIPTION OF THE USE OF WHOLE LANGUAGE LESSONS WITH OLDER ADULT READERS

Order No. DA8205409

NICKOLAUS, CHARLENE WILLSON, ED.D. *University of Missouri - Columbia*, 1981. 226pp. Supervisor: Richard Robinson

Purpose. The purpose of this study was an investigation to determine if a series of lessons, based upon the theories of psycholinguists, could increase reading proficiency for a select group of older adults. The subjects' theoretical models of reading, change in reading proficiency, attitude toward reading, and age related reading problems were described before and after they were presented a series of Whole Language Lessons. This analysis was conducted with six subjects whose ages ranged from sixty-seven to ninety. Subjects were paid volunteers who were either residents of a governmentally funded housing complex or who ate lunch at the nutrition site in the building.

Procedure. Data were collected during a six-week period, which included ten group sessions and two private sessions with the subjects. The group sessions were composed of language-integrated lessons entitled Whole Language Lessons (WLL). In these lessons subjects discussed, read aloud, read silently, sang, listened, wrote, and in general dealt with language for the purpose of obtaining meaning. The private sessions constituted interviews and the analysis of oral reading and retelling pre- and post-group sessions.

Results and Conclusions. The subjects' oral reading was analyzed using the Reading Miscue Inventory developed by Goodman and Burke in 1972. Retellings from the oral reading were analyzed by the researcher and her graduate assistant. Two scores were determined for each subject before the lessons and two scores were determined for each subject after the lessons. The first score, the Comprehending Score, determined the concern for meaning while reading (Goodman, 1976b). The second score, the Retelling Score, was a post-reading measure of comprehension (Goodman & Burke, 1972). Based upon these scores and researcher observations, it was determined that the reader with the least existing proficiency before the WLL and the reader with the greatest existing proficiency before the WLL made the least gains. The four remaining readers made the greatest gains on Retelling and Comprehending Scores after the WLL.

The subjects' theoretical models of reading were determined through interviews before and after the lessons. From these interviews it was determined that all subjects not adhering to a Whole Language Model of reading were willing to change to a Whole Language Model as a result of the lessons. Through observation and interviews it was determined that subjects developed a more positive attitude toward their own reading proficiency.

Age-related reading problems were difficult to pinpoint. However, all subjects felt that age-related vision decline had negatively affected reading.

FACULTY PARTICIPATION IN UNDERGRADUATE READING AND STUDY SKILLS PROGRAMS

Order No. 8200338

SELCO, HELENE, PH.D. *Case Western Reserve University*, 1981. 174pp.

Undergraduate content area faculty at five institutions of higher learning in Cuyahoga County, Ohio were surveyed as to their probable participation and reasons for participation or non-participation in 23 behaviors that relate reading and study skills to the content areas. Participation was also examined in relation to the faculty characteristics of institutional affiliation, content area affiliation, previous involvement in a reading and study skill program, rank, highest degree earned, level of students taught, and previous training in reading and study skills techniques.

Although generally negative attitudes were found to be prevalent, faculty indicated a high rate of overall participation when responding to specific behaviorally written activities. Eighty percent of faculty indicated that they would participate occasionally or regularly. Fifteen specific behaviors that relate reading and study skills to the content area were identified in which 80% of the faculty would participate. Seven specific behaviors in which 90% of the faculty would participate were identified. Eight specific behaviors in which 20% to 60% faculty would be least likely to participate were identified.

Significant relationships were found between participation and characteristics of faculty. Institutional affiliation, previous involvement in a reading and study skills program, and content area affiliation emerged as being most closely related to participation. Rank, highest degree earned, level of students taught, and previous training in reading and study skills techniques were less closely related to participation. Faculty most likely to participate in reading and study skills behaviors were associated with a large, public institution with an open admission policy, had some previous involvement in a reading and study skills program, taught social sciences or vocational and technical subjects, taught freshmen or a combination of freshmen and upper classmen, had master's degrees, and held low rank.

A classification system was developed that defined the nature of the behaviors; Level I, Contributions, Level II Associations, and Level III Integrations. Faculty participation was highest for Level I behaviors and decreased for Levels II, and III. The classification system emerged as having value for predicting faculty participation in general types of behaviors associated with relating reading and study skills to the content areas.

THE RELATIONSHIP BETWEEN AMOUNT OF BOOK READING OF ADULTS AGED SIXTY THROUGH SIXTY-FOUR AND SELECTED PSYCHOLOGICAL, SOCIOLOGICAL, AND ENVIRONMENTAL VARIABLES

Order No. 8200991

STRONKS, GLORIA GORIS, ED.D. *Northern Illinois University*, 1981. 223pp.

This study investigated the relationship between the amount of book reading of adults aged sixty through sixty-four and selected psycholgical, sociological, and environmental variables. In addition, the study investigated the relationship between the sex of these individuals who were identified as minimal, moderate, and avid readers of books and the selected variables.

A total of 60 men and 60 women were interviewed with the use of the *Adult Inventory of Reading Interests and Attitudes* (AIRIA). The subjects were classified as minimal, moderate, and avid readers according to the number of books they had read in a six-month period. Responses to the inventory items concerning the personal history and reading habits of the participants were summarized and reported as raw scores and percentages. The responses to the inventory items concerning selected psychological, sociological, and environmental variables related to reading were analyzed with the use of the chi square statistic in order to determine the level of significance.

Significant relationships existed in the following areas: changes in reading preferences over the years, changes in amount of reading during periods of depression, periods of life when more reading occurred than at present, periods of life when less reading occurred than at present, feelings of anxiety or nervousness when reading had not taken place for a period of time, ease with which individuals became interested in reading as compared with formerly, and particular books which caused a change in mind or attitude.

Significant relationships also existed in the following areas: desiring to have learned to enjoy reading more during earlier years, exchanging books with another person, reading a book or article because someone had recommended it, reading a book as a result of a suggestion from a radio or television program, having work which requires reading, having been read to during childhood, having read a great deal during childhood, and being able to concentrate on reading.

During personal interviews the subjects indicated their awareness of the important role which reading plays in the life of an individual. The concern was expressed by minimal and moderate readers of books that people of all ages need to be helped to enjoy reading.

THE EFFECTIVENESS OF PRETESTING AND QUALITY CONTROL WITH A READING COMPREHENSION TASK DESIGNED TO TEACH ABSTRACT CONCEPTS

Order No. DA8205991

WILLIAMS, CHARLES CLARK, JR., ED.D. *The Pennsylvania State University*, 1981. 153pp. Adviser: Paul W. Welliver

This study applied to one developmental education skill, reading comprehension, two elements commonly researched and applied in the instructional design and educational psychology disciplines. These two elements were pretesting, which is considered to be one type of preinstructional strategy, and quality control. For the purpose of this study quality controlled written materials were those which have been constructed to the specifications of the Instructional Quality Inventory (I.Q.I.).

The following research questions were investigated: (1) Does pretesting interact with self-instructional written materials which are designed to teach a group of abstract concepts of community college students? (2) Are rewritten quality controlled written materials more effective in teaching a group of abstract concepts to community college developmental education students? (3) Is any combination of pretesting and written materials more effective in teaching a group of abstract concepts to community college developmental education students?

Two sets of self-instructional materials, created and validated for research purposes at The Pennsylvania State University, were used in this study; student performance was measured by a thirty-five-item multiple choice test made from items developed for the original and revised forms of instruction.

The amount of time required to complete the instructional treatments was also collected. A two-way analysis of variance was conducted on the number of correct responses accomplished by subjects on the final assessment instrument.

The following conclusions are warranted for the sample in this study: (1) Written instruction which is constructed to the specifications of the Instructional Quality Inventory (I.Q.I.) is more effective than written instruction presented in a traditional textbook manner and does facilitate comprehension. (2) Pretesting does compensate for the lack of quality control and facilitate comprehension. (3) Written instruction presented in a traditional textbook manner which contains a pretest component is more effective and facilitiates comprehension. (4) A combination of pretesting and quality control does not compound or effect a greater impact with respect to comprehension.

The tangential data which was collected on the amount of time necessary to read the written instruction did reveal that the pretested groups required less time for instruction, but quality controlled material does not require additional time.

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